

INTRODUCTION

Social studies as a discipline embodies the essence of humankind—where people live, how they are organized, how they change, and how they prosper. In preparing guidelines for the study of these topics, the writing team operated with this assumption: *An educated citizenry is the key to a successful democratic society. Therefore, it is imperative that South Carolinians acquire a comprehensive and connected understanding of the human experience.* Social studies is vital in helping students to

- *Social studies helps students understand their roles as social beings.* understand who they are and how they relate to their communities, the nation, and the global society;
- understand why and how they participate as citizens, both individually and as groups;
- understand how the past, present, and future are interconnected;
- understand cultural diversity; and
- meet the challenges of the world of work.

Social studies helps students understand their roles as social beings.

With ambition for the task that lay before us in creating these standards for student achievement in these areas, the team defined the subject in the following manner:

Social studies is the integrated study of human experience for the purpose of promoting active participation in a diverse yet interconnected world. Social studies combines the disciplines of anthropology, archaeology, history, philosophy, economics, geography, government and political science, psychology,

religion, and sociology in a systematic way to help students understand what it means to be human and how, as human beings, we are members of society.

A Vision of Social Studies Education

A social studies program has the potential to examine the past and the present to facilitate all students' understanding of their roles as social beings. Students can become aware of their capacity to think creatively and critically to make informed decisions. Ideally, their application of the knowledge they acquire in social studies can help students develop their ability to function as contributing citizens in a culturally diverse and democratic society.

In schools, students studying social studies are introduced to different people of the world and are given the opportunity to explore concepts that apply to the society in which they live. Social studies is a unique field due to the range of disciplines it encompasses. Yet the teaching of social studies incorporates more than the piecemeal presentation of separate disciplines. Through the integration of history and the social sciences and the further integrated study of social studies with other content areas, students may acquire the knowledge, participatory skills, and commitment for engagement outside school settings.

Our vision for the field of social studies involves several goals and objectives that can be universally applied to the diverse disciplines housed within this content area. Social studies encompasses much more than a chronological menu of people and events to be transmitted as unrelated fragments or irrelevant bits of data. It should emphasize thinking skills. Students should be actively engaged in a variety of learning activities.

Instructors can make social studies content relevant in a variety of ways. For instance, in history and geography, teachers can use examples that link the past to the present and connect people with their environment. In economics and government, teachers can teach concepts by using examples from current events and students' interests. Instructors should also use strategies that connect information—for example, using thematic presentations and encouraging students to explore cause-and-effect relationships. Students need to acquire a rich understanding of social themes, which are embedded in social studies. They also need to examine history critically as being comprised of alternative perspectives on past events.

Instruction in social studies should help students understand and appreciate what America has accomplished and how fortunate we truly are as a nation. Now and in the future, the United States should remain an international leader and a role model for democracy. Students must be challenged to look at all sides of issues and to explore frequently overlooked social problems such as the impact of racism, sexism, and classism both here and abroad. Our country becomes more diverse every day, and students can learn from social studies how to use that diversity to make our country a better place for all of its peoples.

Organization of the Standards

The direction in which education starts a man will determine his future life.

—Plato

The chapters that follow this introduction are described below:

- chapter 1, “Teaching and Learning,” describes the conditions and understandings necessary for the teaching and study of social studies.
- chapter 2, “Standards,” includes the process, content, and grade standards of learning recommended for all students in South Carolina.
- chapter 3, “Guidelines for Elective Courses,” lists national standards for electives such as psychology, sociology, and anthropology.
- chapter 4, “Professional Development and Teacher Education,” discusses the kinds of professional development, including preservice recommendations and in-service assistance, that are needed to improve the teaching and study of social studies.
- chapter 5, “Assessment,” outlines the principles and purposes of assessment, including examples of good social studies assessments.
- chapter 6, “Instructional Materials and Resources,” presents the resources and materials that are recommended by this writing team.
- chapter 7, “Systemic Support,” describes the kind of support needed from administrators and the community for the successful teaching and study of social studies.

The *South Carolina Social Studies Curriculum Standards* provides an in-depth treatment of four core areas: history, government/political science, geography, and economics. The standards are derived primarily from the following national standards documents: *National Standards for History* (National Center for History in the Schools, 1996); *National Standards for Civics and Government* (Center for Civic Education, 1994);

Geography for Life: National Geography Standards (Geography Education Standards Project, 1994); and *Economics: What and When* (Joint Council on Economic Education, 1988).

The *South Carolina Social Studies Curriculum Standards* organize social studies into four strands, roughly analogous to the academic disciplines. For example, Strand II is “People, Places, and Environments: Geography.” Specific social studies courses are often derived from the strands, especially in high school. The strands and the general understandings required by each are listed below.

Strand I. Time, Continuity, and Change: History

Social studies programs should include experiences that provide for the study of *time*, *continuity*, and *change* to allow the learner to demonstrate an understanding of

- the way individuals, families, and communities live and work together now and the way they did in the past;
- the history of peoples of many cultures around the world;
- the developments in the history of Europe and the Western Hemisphere from its beginnings to the present age;
- major developments in the history of the Eastern Hemisphere from its beginnings to the present age;
- major developments in the history of South Carolina and the United States from the earliest human settlements through Reconstruction (ca. 1877);
- major developments in South Carolina and the United States from the end of Reconstruction through World War II (1945); and
- major developments in South Carolina and the United States from the end of World War II to the present.

Strand II. Power, Authority, and Governance: Government/Political Science

Social studies programs should include experiences that provide for the study of *power*, *authority*, and *governance* to allow the learner to demonstrate an understanding of

- the origins and functions of government,
- the foundations of American democracy,
- the role of the U.S. Constitution in American democracy, and
- the relationship of the United States to other nations and to world affairs.

Strand III. People, Places, and Environments: Geography

Social studies programs should include experiences that provide for the study of *people*, *places*, and *environments* to allow the learner to demonstrate an understanding of

- the world in spatial terms,
- places and regions,
- physical systems,
- human systems,
- the environment and society, and
- the uses of geography.

Strand IV. Production, Distribution, and Consumption: Economics

Social studies programs should include experiences that provide for the study of *production*, *distribution*, and *consumption* to allow the learner to demonstrate an understanding of

- scarcity and choice,
- demand and supply,
- the world of work,
- free enterprise economy,
- economic institutions,
- government,
- national economy, and
- trade.

Chapter 2 expands the above organization to include several kinds of standards of learning. At the beginning of this chapter, process standards, or skills, that students need for success in social studies are listed for all of the strands. These process skills address what the student should be able to do and are embedded in the content standards for the strand.

Following the process standards are the content standards for the strand. The content standards are broad statements of what students are expected to know and to be able to do. These standards describe the core understandings that every student is expected to learn in a strand.

Listed under the content standards are grade-specific standards that describe the standard's benchmarks, or what should be expected of the student at the end of the grade. Grade-specific standards by definition prescribe a general sequence of studies from kindergarten through grade twelve.

The grade standards in this document assume that content will be covered as follows:

| | |
|-------------|---|
| Grades K–2: | Introduction to Social Studies |
| Grade 3: | Introduction to Social Studies/South Carolina Studies |
| Grade 4: | U.S. Studies to 1877 |

| | |
|---------------|--|
| Grade 5: | U.S. Studies 1877 to Present |
| Grade 6: | Early Cultures through 1500s |
| Grade 7: | Contemporary World Regions |
| Grade 8: | U.S. and South Carolina Studies |
| Grades 9–10: | Global Studies (World Geography/ World History) |
| Grades 11–12: | U.S. and South Carolina Studies, Government/Economics |

These grade standards were developed in the fall of 1997 in response to recommendations from the PASS (Performance Accountability, and School Standards) Commission, and the legislation was proposed in the winter of 1998.

The writing team wishes to emphasize that the teaching of the strands should be as integrated as possible. Indeed, most social studies teachers have found that it is nearly impossible to teach one social studies discipline alone. For example, how can one teach history without frequent references to geography, government, and economics? The sequence outlined above offers further support for this kind of integration.

Finally, the organization of the standards is intended to facilitate use of this document by both teachers and administrators. It is the hope of the writing team, who worked several years developing and refining this document, that every chapter will support and enhance the teaching and learning of social studies in South Carolina.

Using This Document to Plan Instruction

The *South Carolina Social Studies Curriculum Standards* should be used to plan instruction. When using the document for this purpose, the teacher must keep in mind the concept of integration. That is, the teacher needs to integrate content standards from the various strands (e.g., history and geography)

as well as process standards (e.g., “systematically locate and gather geographic information from a variety of primary and secondary sources”) wherever possible. While specific standards may be viewed as general objectives in the planning process, this document is *not* designed to provide objectives that are addressed one at a time.

The teacher might follow such a procedure as this:

1. Choose the primary content focus of the lesson (e.g., history) and identify the appropriate specific standard.
2. Review standards in other fields (e.g., geography, economics) to find concepts or topics that logically fit into a treatment of the primary content focus/specific standard.
3. Review process standards (e.g., “Select and design appropriate forms of graphs, diagrams, tables, and charts to organize geographic information” or “Evaluate and categorize information for relevance”) to find thinking skills/processes to which the content lends itself.
4. Design the lesson to incorporate each of the elements identified in steps 1–3.

The following passages describe ways in which teachers at each level of instruction have incorporated these steps in their planning.

Fourth-Grade Level

A fourth-grade teacher whose primary content focus is history (U.S. Studies to 1877) is planning a lesson incorporating the historical novel *Guns for General Washington*, by Seymour Reit.

She follows the steps of the example procedure:

1. Choose the primary content focus of the lesson: History standard 4.1.7, “describe the key events and effects of the American Revolution on the new country.”
2. Review the standards in other fields: standards from other fields that logically fit into this lesson include Geography standards 4.6.4, “explain connections among places”; 4.7.1, “explain the concept of region with unifying geographic characteristics”; and 4.7.2, “compare and contrast regions”; Government/Political Science standard 4.3.3, “identify historical figures who shaped the values and principles of American democracy”; and Economics standard 4.12.2, “describe business risk.”
3. Review process standards: historical process standards incorporated into this lesson include specific standards in the areas of “Historical Comprehension,” “Historical Analysis and Interpretation,” and “Historical Issues.” Geographic process standards incorporated into this lesson include specific standards in the areas of “Asking Geographic Questions,” “Acquiring Geographic Information,” “Analyzing Geographic Information,” and “Answering Geographic Questions.”

4. In this series of lessons, the

Today I believe we stand on the edge of a new age of synthesis. In all intellectual fields, from hard science to sociology, and economics, especially economics we are likely to see a return to large-scale thinking, to general theory, to the putting of pieces back together again. For it is beginning to dawn on us that our obsessive emphasis on quantified detail without context, on progressively finer and finer measurement of smaller and smaller problems leaves us knowing more and more about less and less.

—Alvin Toffler

students read a historical novel that depicts the events surrounding the British siege of Boston in 1775. The novel provides a springboard into an overview of key events and effects of the war. As students read the novel, they complete activities that allow them to practice reading and map skills and apply geographic and economic concepts.

Seventh-Grade Level

A seventh-grade teacher whose primary content focus is geography (the course is “Contemporary World Regions”) is preparing to teach an introductory lesson on the importance of geography and interdependence in the modern world. She follows the steps above.

1. Choose the primary content focus of the lesson: Geography standard 7.3.16, “explain the different ways places are connected and how these connections impact economic, cultural, and political interdependence at the regional and global scales.”
2. Review standards in other fields: standards from other fields that logically fit into this lesson include Economics standard 7.6.1, “distinguish between and explain the importance of domestic and global trade,” and Government/Political Science standard 7.2.3, “explain how nation-states interact with each other.”
3. Review process standards: geographic process standards incorporated in this lesson include all of the standards at the middle school level under “Acquiring Geographic Information” and “Organizing Geographic Information” as well as the Economics process skills of collecting, organizing, and comparing economic data and all the “Communicating in Social Studies” skills in the section entitled “Communicating Graphically.”

4. In this lesson, students will be required to spend a week collecting product names and countries of origin for products used by the students themselves (e.g., cars, clothing, furniture). Once this information is collected, the students will pursue a variety of activities. The information collected will be displayed in a retrieval chart. Students will then create a color-coded map indicating the number of items per country of origin. Next, students will create a bar graph indicating the number of products used from each continent. They will compare their graphs with graphs of U.S. imports from other nations. Finally, students will discuss the importance of trade.

Ninth-Grade Level

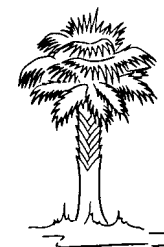
A ninth-grade teacher whose primary content focus is geography is teaching in a school that divides the ninth and tenth grades between world geography and world history. He is teaching “World Geography” and using a standard world-regional approach. In this lesson the content comes from the unit on North Africa and the Middle East.

1. Choose the primary content focus of the lesson: Geography standards 10.7.6, “explain why areas of various sizes function as economic activity centers”; 10.7.7, “describe the economic interdependence of the world’s countries”; 10.7.13, “examine how people’s lives are affected by the social, political, and economic identities on Earth”; and 10.6.14, “describe how self-interest and different points of view can be factors in conflict over resources and territory.”
2. Review standards in other fields: standards from other fields that logically fit into this lesson include Economics standards 10.10.1, “illustrate how scarcity and choice impact the

economic decisions of communities, nations, or empires,” and 10.10.4, “examine and provide examples of economic decision-making based upon geographic factors.”

3. Review process standards: geographic process standards incorporated in this lesson include specific standards at the high school level from “Acquiring Geographic Information” and “Organizing Geographic Information.”
4. In this lesson, students examine the role of natural resources in trade between the oil-producing nations of the Middle East and the United States. Students complete a comparative analysis of population and resources in the United States and the Middle East to demonstrate how demand in one region of the world can be met with supply from another. During the exercise, students analyze and create maps.

A more complete discussion of instructional approaches will be found in chapter 1, “Teaching and Learning in Social Studies.”



*Throw thy bold banner to the breeze!
Front with thy ranks the threatening seas
Like thine own proud amorial trees,
Carolina! Carolina!*

—Henry Timrod

